

Final Task

The final task of the planning will consist of the practice of the proposed game 'Parent Power' in groups of four, in which they have to fill in a questionnaire when they were children, first, and then teenagers.

Activities

All the different activities are included in the sessions established for the development of this classroom planning.

The activities will be based on different means, and different techniques referred to the four skills: reading (skimming, scanning), writing (composition, final task), listening (recording from cassette) and speaking (oral participation).

It is important to add some out-of-school activity, which in the case of this topic would consist of taking the students to see a documentary about the traditions and costumes of different countries developed by the BBC. ●

Didactic Unit for B2 Level Students "School Days"

Título: Didactic Unit for B2 Level Students "School Days". **Target:** Profesores de Inglés. **Asignatura:** Inglés. **Autor:** Antonio Daniel Juan Rubio, Licenciado en Filología Inglesa, Profesor Asociado Universidad Alicante, Profesor Secundaria Inglés.

Introduction: In this topic, students will discuss different ways of working with the school days.

Stage General Objectives: a, b, c, d, e, f, g, h

Subject General Objectives: 1, 2, 3, 4, 5, 7

Content Blocks: already stated

Evaluation Criteria: 1, 2, 3, 4, 6, 7, 8, 9

Topic: School Days

Level: Bachillerato 2nd Form. They study English as First Foreign Language. The group is made up of 35 students; 20 of them have an average level, but not very high; there are 8 whose level is over the average and 7 whose level is rather poor, therefore our planning will include three different levels, although in the case of Bachillerato the students are forced to reach a certain level to be able to pass the so-called 'PAU'.

Justification of the unit: The students selected this title themselves. They found *School Days* very interesting for the large number of things, which could be commented on when exploiting it.

At the beginning of the school year they were given a chart with different attractive and related to their own interests and background. They had to tick fifteen favourite topics out of a list of thirty different ones; since by negotiating the content with the students they get much more involved in the teaching process. The topics chosen by the larger number of students were taken as the immediate reference of our classroom planning.

Connections: The unit has a direct connection with the:

- School Educational Project: Since the school has included in the Project as one of the most important aims the recognition of the importance of a good established education.
- School Curricular Project: This topic does not have any relevant connection to any concrete modality of Bach or subject, but to all of them as a whole since all the educative community is involved here.
- Transversal Topics: Non-Violence & Peace School Day, since obviously the topic proposed here deals with education itself.

Temporalization: The unit will be taught in the second term and will be the third unit of this term, since the two first ones are necessary for their previous knowledge of this particular one. This topic is directly linked to the special date of January 30th 'Non-Violence and Peace School Day'.

Timing: Six fifty-minute sessions, that is, two weeks.

Specific Didactic Objectives:

- Read and understand an extract from the novel 'Brave New World' by Aldous Huxley.
- Learn and apply a strategy for understanding narratives by establishing the basic situation.
- Revise and practise linkers of cause, effect and purpose, to have something done, and forming adjectives from adverbs.
- Listen to and understand a conversation between some students discussing what they want to do when they leave school.
- Talk about post-school career and further study plans.
- Write a report of an event.

Contents:

CONCEPTS	PROCEDURES	ATTITUDES
Functional: <ul style="list-style-type: none"> • Discuss about further study plans. • Express opinions about a literary text. Grammatical: <ul style="list-style-type: none"> • Revision of linkers of cause, purpose & effect. • Practice of construction 'have sth done'. • Strategies for writing a formal event. Lexical: <ul style="list-style-type: none"> • Word building: different suffixes. • Forming adjectives from adverbs. Phonological: <ul style="list-style-type: none"> • Identify future plans in a conversation. • Recognise different accents when speaking. 	<ul style="list-style-type: none"> • Follow the instructions given. • Contextualise a dialogue. • Guess the contents of a topic. • Predict information and check it afterwards. • Identify the correct formulae to follow a computer conversation. • Compare information with other classmates. • Look and match. • Listen and check. • Listen and repeat. • Unjumble a jumbled dialogue. • Scanning for key words. • Deduce vocabulary from context. • Coherent organisation of ideas 	<ul style="list-style-type: none"> • Be interested in one's own learning process. • Respect other people's opinions. • Value one's own culture and that of the target language. • Participate in pair and group work. • Respect other people's possessions and items displayed in shops. • Make use of new learning and vocabulary.

Methodology

We will base it on the principles established by the law, but apart from that, every activity has its own specific methodology, mainly referred to number of students taking part, grouping, classroom management, grading of difficulty, etc.

Considering the fact that Bachillerato level is a Post-compulsory Stage, concepts will be emphasised much more than in previous years. The Organic Law assigns the students of Bachillerato an intellectual and human maturity, as well as the knowledge and abilities which enable them to carry out their social functions with responsibility and competence and to accede to higher studies.

Bachillerato methodology must encourage the students' autonomous work and stimulate their capacities for team work, to foster research and investigation techniques, and the applications and transferences of what has been learnt to real life.

Materials

Here we include all the different materials used both by the teacher and the students. On the other hand, we also make the distinctions between authentic material, semi-authentic material, or material made by the teacher or the students.

We must emphasise on the use of attractive and motivating material. Here we also include any other aids used such as: overhead projector, CD-player or cassette player, TV, video, computer, etc. The material used throughout the didactic exploitation is also to be evaluated by the users.

As far as this topic is concerned we will work mainly with photocopies, monolingual and bilingual dictionaries, consulting books, song, games, different copies, recordings, crosswords, etc.

Evaluation of the whole process.

As far as evaluation is concerned we must evaluate everything:

- The students' previous knowledge, through a brainstorming session, although we can also set a written assessment.
- We must assess to which extent the students achieve the objectives established at the beginning, both **stage and didactic** ones. In order to check this the students will take a **written assessment** (to value individually their work) and the **final task** will also be marked to be marked their team work. In both cases the students will know what the **marking criteria** are, according to the agreement established by the English Department.
- We also take into account the overall opinion of the students along the five sessions established, since their view on the teaching-learning process is written down on the students' **self-assessment record**, or **co-assessment record**, **evaluation of the teacher**, his/her **methodology**, well as the **evaluation of any material** used.

Summative Evaluation

Here we will take into account:

- The evaluation criteria established in relation to the didactic objectives and those established by the law.
- Marking criteria (60% written assessment, 20% final task, 5% attendance, 5% homework, 5% pair/group work, 5% effort or something similar).

Project

The final task of the planning will consist of the elaboration, individually, of an essay about their personal feelings and experiences on their school days since they joined the first cycle of CSE up to 2nd Bach, with their positive and negative aspects, values, and things to be remembered.

Activities

All the different activities are included in the sessions established for the development of this classroom planning.

The activities will be based on different means, and different techniques referred to the four skills: reading (skimming, scanning), writing (composition, research), listening (song, recording from cassette) and speaking (oral participation).

It is important to add some out-of-school activity, which in the case of this topic would consist of taking the students to visit a parallel school centre in town so as to share opinions and experiences. ●

Amerikanismen und Anglizismen in der deutschen Sprache

Título: Amerikanismen und Anglizismen in der deutschen Sprache. **Target:** Estudiantes y profesores de Alemán. **Asignatura:** Alemán. **Autor:** Ana María González Matellán, Licenciada en Filología Alemana, Profesora de alemán en EOI.

Die unmittelbaren Auswirkungen des Zweiten Weltkriegs auf den Wortschatz erkennt man in Bildungen wie **Ausgebombter** (= jemand, der durch einen Bombenangriff seine Wohnung und seinen Besitz verloren hat), **Heimatvertriebener**, **Spätheimkehrer** (= Kriegsgefangener, der erst lange nach Kriegsende entlassen wird), **entnazifizieren** (= einen ehemaligen Nationalsozialisten politisch überprüfen und ihn [durch Sühnemaßnahmen] entlassen), **Lastenausgleich** (= Entschädigung für Schäden und Verluste während der Kriegs- und Nachkriegszeit), **Suchdienst** (= Organisation, die sich mit Nachforschungen über den Verbleib vermisster Personen befasst), **Trümmerfrau** (= Frau, die sich nach dem Zweiten Weltkrieg an der Beseitigung der Trümmer der zerstörten Häuser beteiligte).

Einen entscheidenden Einfluss auf den deutschen Wortschatz übte die politische Entwicklung in den Jahren nach 1945 aus. Im Jahre 1949 wurden die Bundesrepublik Deutschland und die Deutsche Demokratische Republik gegründet. Die engere Bindung der Bundesrepublik Deutschland an den Westen, besonders an die USA, führte dazu, dass eine sehr große Zahl von Wörtern aus dem Englischen, besonders aus dem amerikanischen Englisch, übernommen wurde, die so genannten Amerikanismen und Anglizismen.